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Intrinsic and extrinsic balance for integrated personality development

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Abstract

We have witnessed that human civilization has developed technically, economically and socially but there has been definitive degeneration in human values and there is growing in sensitivity towards others in modern civilization. Various acts of terrorism, violence, aggression and intolerance have shown immense loss of values and collapse of moral and ethical principles, making people unhappy and perplexed. In this context, there have been debates and demands from various quarters ranging from individuals, activists and members of the civil society to shape policies and formulate agenda to bring order and decorum in some what be fuddled and hither to overwhelming system within which an individual tries to grow and evolve. At the same time modern society faces countless challenges and problems which tend to hurt and damage our mental and physical health.

Keywords: Human civilization, terrorism, violence, physical health

Introduction

Since ancient times innumerable philosophers, writers and sages have drawn our attention for bringing about intrinsic and extrinsic balance in our daily lives for self-actualization or self-realization. A meaningful life is a rich spiritual experience. In other words, for one's well-being and happiness, an individual needs to coordinate his mental and physical activities to lead a fruitful, well-integrated and balanced life. In this direction, there have been concentrated efforts to introduce the concept of holistic education in our lives to achieve our goals for leading a purposeful life. Education plays an important part in an individual's life. As it is concerned with the development of a human being in a larger context, its role cannot be reductive or limited to develop the student in academic field or prepare them for professional jobs only. It is related to the entire life and not only with immediate reactions to instant encounters. Generally, physical, emotional, intellectual and spiritual arenas are inter-related facets of human life. All these features need to be equally cultivated and integrated. Education should include not only academic education but it should also focus on encouraging physical exercises to keep the body fit along training of the mind and senses sagely. It means that education which deals with our senses and emotions should be included to encourage training of the mind that cultivates positive human emotions of universal love, tranquility, equanimity, self-control, empathy, humility, benevolence etc., and removes negative positions such as jealousy, hostility, violence greediness, arrogance, etc. In this way, an individual can enjoy a vibrant relationship with the society. Apparently, qualities like strong character, self-reliance and self-restraint can be developed through the concept of holistic education.

The paper seeks to stipulate that holistic education is not different from holistic education which makes a person seek his or her own meaningful and cohesive identity for pursuing one's goals. Holistic education is centered on the principles that each person finds 'Identity' meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion and peace. Its aim is to nurture healthy, whole, curious persons who can learn whatever they need to know in any new context. By introducing students to a holistic view of the planet, life on earth, and the emerging world community, holistic strategies enable students to perceive and understand the various contexts which shape and give meaning to life.

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It can be said that it aims to call forth from people an intrinsic reverence for life and a passionate love of learning. This is the definition given by Ron Miller, founder of the journal 'Holistic Education Review' now entitled Encounter: Education for Meaning and Social Justice. The term holistic education is often used to refer to the more democratic and humanistic types of alternative education. We can say that wholistic education is interdisciplinary and well-integrated system, and is founded on explicit assumptions of wholeness, interrelatedness and multi-dimensional being.

It is necessary to develop an individual's character and his or her moral and ethical principles so that in the face of an adversity or unnatural circumstances the individual does not lose his other self-mastery and self-control. It provides learning experiences for the development of an identity which results in healthy evolution of culture and civilization.

It is evident, that sports and physical activities are deeply connected with development of a holistic personality, hence, form an integral part of education. As sports represent democratic principles and foster the feelings of self-confidence, humanism, encourage team-work and sensitivity towards the rivals.

Definition of sports 'includes a broad and inclusive spectrum of activities suitable to people of all ages and abilities, with an emphasis on the positive values of sport. In 2003, the Inter-Agency Task Force on Sport for Development and Peace defined sport, for the purposes of development, as "All forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games." This definition has since then been accepted by many proponents of Sport for Development and Peace'. The significance of Sports has been acknowledged all over the world, the UNESCO a leading agency of the United Nations for Physical Education and Sports (PCS) ensures that assistance and guidance services are provided for government, NGOs, and debate the evolving challenges of physical education and sport.

The programme focuses on the following diverse themes

- Sports for Peace and Development
- Quality Physical Education
- Trade Sports and Games
- Women and Sports
- Anti-Doping

The United Nations Office on Sport for Development and Peace (UNOSDP), based in Geneva is supported by a Liaison Office in New York, which provides the entry point to the United Nations system with regard to Sport for Development and Peace, bringing the worlds of sport and development closer together.

In Ethics for Everyone, Michael Austin states 'my hope is that their (kids) involvement in Soccer (and other sport) will help to build their character in positive ways. I would like them to learn to cooperate with others, work together for common goal, respond appropriately to victory and defeat, and grow in virtues like courage, humility, patience and perseverance.'

Bharati Jacob, founder partner of Seed fund observes that sports 'teaches children strategy, team play, focuses on determination, about winning or losing skills that are relevant in real life.'

We can say that it is concerned with the development of every person's intellectual, emotional, social, physical, artistic,

creative and spiritual potential. It seeks to engage students in the teaching learning process and encourage personal and collective responsibility. Sports help overcome mental blocks or emotional impediments for good performance as it involves mental exercise. The general public and the people all over the world are increasingly getting interested to explore the potential of sport as a tool to connect the national and international communities. Sports also provide a medium to cater to humanitarianism and cooperation all across the world and have become increasingly part of humanitarian and development work. Development of mental strategies for learning, practice and performance involves psychological factors which have far-reaching effects on our whole personality.

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